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ABSTRACT

This course guide describes an elective speciality course on critical/intensive care nursing. A rationale for the course is followed by general information, including a description of the theoretical and clinical course components, an enumeration of major goals and objectives, a detailed outline of the units of instruction, a calendar of activities, a list of textbooks and audiovisual materials, and information related to student evaluation. The guide then outlines the goals, objectives, and corresponding reading assignments for each of three instructional units. The first of these deals with patient assessment, covering inspection, palpation, percussion, and auscultation. The second unit considers the core body systems (cardiovascular, respiratory, renal, nervous, and gastrointestinal). The normal functions and pathophysiology of these systems are reviewed and treatment modalities and assessment skills are discussed. The third unit relates to the psychosocial needs of the critically ill, covering anxiety, denial, depression, and the problems of the dying patient. The guide concludes with sample test questions, guidelines for a final paper, and an instructor evaluation form to be completed by the student. (JP)

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Nursing 401A

CRITICAL CARE SPECIALTY ELECTIVE

by

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RATIONALE

Sunshine College is a liberal arts undergraduate institution with an enrollment of 5,000 students. One of the college's primary purposes is to prepare students for professional careers after graduation. The nursing department was designed for those students planning to enter the health care field. The academic preparation of the student is designed to develop professional competence, in order to function capably on a beginning level in positions available to professional nurses following graduation. Recognizing the continually changing role of nursing, the curriculum provides students with a foundation in basic nursing theory and practice which serves as a basis for advanced education in nursing.

In accordance with the purpose of the college and the nursing department, specialty courses are offered to students in the senior year to augment their knowledge and skills in a clinical area of their choice.

Nursing 401A is offered as one of the specialty courses, and is intended for students who wish to gain:

1. an in-depth look into the critical care clinical areas of Intensive Care, Coronary Care, and Definitive Observation Units.
2. a beginning level knowledge base in pathophysiology, psychosocial needs, pharmacology and treatment modalities related to critically ill patients.
3. experience in basic skills necessary in the care of acutely ill patients.
4. supervised experience caring for critically ill patients.
5. practice in utilizing the nursing process model in the critical care setting.

COURSE DESCRIPTION

N 401A Critical Care Specialty Elective is one of three new specialty courses offered in the Nursing Department. As a result of the curriculum revision, the last semester of the senior year was available for another clinical course offering. N 401A is a nine (9) unit course with a six (6) hour theoretical component and a ten (10) hour clinical component per week. The content of the course will include more in-depth theory of the major body systems and specific nursing measures involved in the care of the critically ill. An opportunity to learn and practice specific nursing skills related to critical care nursing will be provided in the clinical setting.

Students taking this course will have completed $3\frac{1}{2}$ years in the nursing program. It is expected that the student entering this course will have completed all of the required science courses and all of the nursing courses with the exception of N 460 Spiritual Needs of Patients which may be taken concurrently. The student is required to be proficient in the application of the Adaptation Model and nursing process to the care of specific patient population groups. It is also expected that the student possess basic knowledge of theory and skills related to the care of the medical-surgical patient as covered in N 330 A,B,C.

At the conclusion of N 401A, the student will be prepared to assume a position as a beginning level staff nurse in an acute care setting.

Since students are required to take one of the three speciality electives offered in their last semester as a part of the nursing degree, it is anticipated that the drop-out rate will be negligible.

It is expected that out of the anticipated 30 senior nursing students 8 - 16 will elect to take N 401A. If over 10 students enroll, a second instructor will be selected to assist in the clinical setting. This is so the ratio of students to instructor (in the clinical setting) will be as low as possible.

Long Range Course Objectives

1. Of the students who are employed full time in a critical care unit (CCU, ICU or DOU) within one year of completing the course, 75% will be given ratings by their supervisors superior to the average of beginning nurses in that hospital.
2. Of the students who enter the field of critical care nursing within one year of completing the course, 40% will join and actively participate in the American Association of Critical Care Nurses (AACN).

MAJOR COURSE GOALS

At the conclusion of this course, students will:

1. understand the basic concepts of critical care nursing.
2. be able to perform a physical assessment on a patient.
3. understand management and treatment modalities used in caring for patients with disorders of the cardiovascular, respiratory, renal, nervous and gastrointestinal systems.
4. recognize the psychosocial needs and behavioral manifestations of critically ill patients and their families.
5. utilize knowledge and skills acquired to function efficiently in the critical care milieu.
6. be able to assume a position as a beginning level staff nurse in an acute care setting.

NOTES ON THE COURSE

This course includes three major units, Unit II is divided into five sub-units. Each unit and/or sub-unit contains its own validation, set of goals and objectives and list of media. The validation is a short statement which gives rationale for the inclusion of the unit within the course. The goals are broadly stated and are to be attained by accomplishment of the objectives.

The student should have a basic understanding of the terminology of the course, stemming from previous nursing classes. All new terms are defined in the text and supplemental reading and will be reviewed in the class. Since the course covers a broad theory base, no glossary is provided.

There will be two exams. The first exam will be given the eighth week of the semester and include content covered up to that point. The second exam given the last week of class will include content covered the second half of the semester. No pre-test assessments will be given.

There will be a final paper due during finals week. The outline of the contents of this paper and due date will be discussed in class.

All papers are to ^{be} typed, double-spaced unless stated otherwise. They are due on the date specified. No late papers will be accepted.

Media listed include readings and audio-visual aids. For each objective or group of objectives in each unit listed you must read the pages given in the text and at least two other articles as noted in the readings for that objective(s) unless otherwise stated.

During the time allotted for lecture, the instructor may lecture, guide class discussions, use visual aids, or student oral presentations.

N 401A COURSE OUTLINE

- I. Patient Assessment - An Overview
 - A. Inspection
 - B. Palpation
 - C. Percussion
 - D. Auscultation
- II. Core Body Systems
 - A. Cardiovascular System
 1. Review of normal structure and function of cardiovascular system.
 2. Pathophysiology of heart failure.
 3. Management/Treatment modalities
 - a. EKG
 - b. Pacemakers
 - c. Hemodynamic monitoring
 - d. CPR - adult and child
 - e. Common drugs used in treatment
 4. Assessment skills
 - a. heart sounds
 - b. basic rhythm strip parameters
 - B. Respiratory System
 1. Review of normal structure and function of respiratory system.
 2. Pathophysiology of respiratory system.
 3. Management/Treatment modalities
 - a. specific disease states
 - b. bronchial hygiene
 - c. pulmonary emboli and hemo/pneumothorax
 - d. chest tubes - underwater seal drainage
 - e. airways: oral, ET, trach.
 - f. respirators
 - g. suctioning
 - h. common drugs used in treatment
 - C. Renal System
 1. Review of normal structure and function of renal system.
 2. Pathophysiology of renal failure.
 3. Management/Treatment modalities
 - a. selected tests used to monitor renal function.
 - b. monitoring fluid balance
 - c. hemodialysis
 - d. peritoneal dialysis
 - e. common drugs used in treatment
 4. Assessment skills

COURSE OUTLINE N401A cont.

D. Nervous System

1. Review of normal structure and function of the nervous system.
2. Pathophysiology of the CNS
3. Management/Treatment modalities
 - a. care of the brain injured patient
 - b. care of the patient with a spinal cord injury.
 - c. Common drugs used in treatment.
4. Assessment skills
 - a. neurological assessment of head-injured and CVA patients.
 1. LOC
 2. vital signs
 3. pupillary changes
 4. extremity movement and strength
 5. cranial nerves
 6. higher intellectual function tests
 7. sensory tests
 8. cerebellar function tests
 - b. Intracranial pressure monitoring.

E. Gastrointestinal System

1. Review of normal structure and function of GI system.
2. Pathophysiology of GI system.
3. Management/Treatment modalities
 - a. Hyperalimentation (TPN)
 - b. Intralipids
 - c. NG tubes
 - d. Gastric lavage and gavage
 - e. Common drugs used in treatment.
4. Assessment skills
 - a. Auscultation of abdomen.
 - b. Percussion of abdomen.
 - c. Palpation of abdomen.

III. Psychosocial needs of critically ill patients and their families, including behavioral manifestations.

- A. Anxiety
- B. Denial
- C. Depression
- D. the dying patient

UNITS OF INSTRUCTION

Unit I Patient Assessment - An Overview

week 1 5 hours lecture-demonstration, practice
10 hours clinical

Unit II Core Body Systems

A. Cardiovascular System

weeks 2 & 3 12 hours lecture (including 3 hrs. for CPR)
20 hours clinical

B. Respiratory System

weeks 4 & 5 12 hours lecture (incl. 1½ hrs. for oral presentations)
20 hours clinical

C. Renal System

weeks 6 & 7 12 hrs. lecture (6 hour presentations)
20 hrs. clinical

D. Nervous System

weeks 9 & 10 12 hours lecture (incl. 5 hrs. for oral presentations)
20 hours

E. Gastrointestinal System

weeks 11 & 12 12 hours lecture (incl. 4 hrs. oral presentations)
20 hours clinical

Unit III Psychosocial

weeks 13 & 14 12 hours lecture
20 hours clinical

Review Sessions

week 8 (one day prior to first exam) 1st exam covers Unit I, Unit II A,B,C.

week 15 (one day prior to second exam) 2nd exam covers Unit II D,E,F, Unit III.

week 16 Finals Week Paper due.

N 401A Critical Care Specialty Elective Calendar

Date	Time	Topic	Assignment	Clinical Learning Experiences
Tues. 2/5	9-10	Orientation to N 401A		4-9p.m. Orientation & Tour of
	10-12	Unit I Physical Assessment		Clinical Facility, Orientation to
Wed. 2/6	9-10	Lecture		Units, CCU, ICU, DOU. charting
	10-11	Demonstration		unit set-up, Kardex
	11-12	Practice		
T 2/12	9-12	CV System		4-9 p.m. 12-lead EKG
W 2/13	9-12	Pathophysiology of heart failure & management modalities		CVP PAP arterial pressure
T2/19	9-12	CV system Management Modalities, Assessment Skills		4-9 p.m.
W 2/20	9-12	CPR	2/19 *Paper due: CVP & PAP monitoring	4-9 p.m. CV system
T 2/26	9-12	Respiratory System Structure & Function	2/26 * Paper due: Clinical applicability of Intra-arterial Pressure Monitoring	4-9 p.m. Breath sounds assessment Chest PT Chest Tubes Airways Suctioning Respirators
W 2/27	9-12	Pathophysiology of Resp. System		
T 3/4	9-12	Treatment modalities	3/4 *Paper due: Difference between Obstructive & Restrictive Pulm. Dis. 3/4 * Oral Presentation: Bronchial Hygiene	4-9 p.m.
W 3/5	9-12	Assessment Skills		
T 3/11	9-12	Renal System - Structure & Function & Renal Failure	3/11*Paper due: Underwater Seal Drainage	4-9 p.m. Specific Gravity I&O Assessment Visit to Hemodialysis Unit
W 3/12	9-11	Oral Presentations	3/12*Oral Presentations: Function of Renal System	

N 401A Calendar, cont.

Date	Time	Topic	Assignment	Clinical Learning Experiences
T 3/18	9-12	Renal System Management Modalities	3/18*Paper due: Lab Tests	4-9 p.m. Renal System
W 3/19	9-12	Oral Presentations	3/19*Oral Presentations: Principles of Dialysis	3/19 Clinical assessments due (renal system)
T 3/25	9-12	Review Session	3/25*Paper due: Peritoneal Dialysis	
W 3/26	9-12	FIRST EXAM		
O F F F O R E A S T E R V A C A T I O N ! 3/31 - 4/6				
T 4/8	9-9:30 9:30-12	Discuss Exam Nervous System		4-9 p.m. Nervous System Assessment LOC Extremity Strength Pupil Check Cranial Nerve Check
W 4/9	9-12	Oral Presentations Pathophysiology of Nervous System	4/9*Oral Presentation Pathophysiology of Nervous System	Sensory tests Higher intellectual centers tests
T 4/15	9-12	Nervous System Management Modalities, Assessment Skills		
W 4/16	9-11	Oral Presentations	4/16*Oral Presentation Nursing Responsibilities to CNS injured patient	
T 4/22	9-12	Gastrointestinal System		4-9 p.m. N.G. Tubes Gavage Lavage Assessment
W 4/23	9-12	Oral Presentations	4/23*Oral Presentation G.I. Regulatory Factors	
T 4/29	9-12	G.I. System Management Modalities and Treatment Assessment	4/29*Paper due: Digestion	
W 4/30	9-12	" "		4/30 G.I. assessments due (at end of clinical)
T 5/6	9-12	Psychosocial Needs Anxiety		4-9p.m.
W 5/7	9-12	Psychosocial Needs		
T 5/13	9-12	Psychosocial Needs Grief & Loss		4-9p.m.
W 5/14	9-12	The Dying Patient Needs of Family	5/14*Paper due: Anxiety	

N 401A Calendar, cont.

<u>Date</u>	<u>Time</u>	<u>Topic</u>	<u>Assignment</u>	<u>Clinical Learning Experiences</u>
T 5/20	9-12	Review Session		Clinical Final Physical Assessment on Class Partner
W 5/21	9-12	SECOND EXAM		4-9 p.m.
T 5/27		5/27* FINAL PAPER DUE		

MATERIALS OF INSTRUCTION

Required Texts

- Bates, Barbara, A Guide to Physical Assessment, Philadelphia, J.B. Lippincott, Co., 1974.
- Dubin, Dale, Rapid Interpretation of EKG's, 3rd ed., Tampa, Cover Publishing Co., 1974.
- Hudak, Carolyn M., Thelma "Skip" Lohr, and Barbara M. Gallo, Critical Care Nursing, 6th ed., Philadelphia, J.B. Lippincott, Co., 1977.

Recommended References

- Carini, Ista and Guy Owens, Neurological and Neurosurgical Nursing, 6th ed., St. Louis, C.V. Mosby, Co., 1974.
- Carlson, Carolyn and Betty Blackwell, Behavioral Concepts and Nursing Intervention, 2nd ed., Philadelphia, J.B. Lippincott Co., 1978.
- French, Ruth, The Nurse's Guide to Diagnostic Procedures, 3rd ed., New York, McGraw Hill Book Co., 1971.
- Roberts, Sharon, Behavioral Concepts and the Critically Ill Patient, New Jersey, Prentice-Hall, Inc., 1976.
- Ross, Gordon, Essentials of Human Physiology, Chicago, Year Book Medical Publishers, Inc., 1978.
- Schroeder, John Speer and Elaine Kiess Daily, Techniques in Bedside Hemodynamic Monitoring, St. Louis, C.V. Mosby Co., 1976.
- Schapiro, Barry, Ronald A. Harrison and John R. Walton, Clinical Application of Blood Gases, Chicago, Year Book Medical Publishers, Inc., 1977.

Note: The above recommended references are on 2 hour reserve in the college library. Check the N 401A file for the call numbers.

Note: Reference articles are given for each objective of each unit and can be found in the unit syllabus. Two copies of each reference article will be placed on 2-hour reserve in the college library. Check the N 401A file for the specific call numbers.

AUDIO-VISUAL MATERIALS

Unit I. Physical Assessment

- (8-12) Physical Diagnosis in Patient Assessment CF
- (8) Overview
 - (9) History Taking
 - (10) Inspection
 - (11) Palpation and Percussion
 - (12) Auscultation

Unit II.

A. Cardiovascular System

- (CS 17) Congestive Heart Failure CS
- (CS11) How to Read an EKG CS
- (S4) Heart Rhythm Analysis S
- (CS21) The Swan-Ganz Pulmonary Artery Catheter CS
- (C14) Heart Sounds and Auscultation C
- (F4) New Pulse of Life F
- (86) Cardiac Glycosides and Quinidine CF
- (84) Lidocaine HCl CF

B. Respiratory System

- (126) Chronic Pulmonary Diseases CF
- (C13) Introduction to Breath Sounds C
- (64) Care of the Patient with Water-Sealed Drainage CF
- (73) Endotracheal Intubation and Tracheotomy Care CF
- (V96) Bloodgases VTC
- (187) Care of the Patient with Respiratory Disease CF

C. Renal System

- (110) Chronic Renal Failure CF
- (124) Acute Renal Failure CF
- (88) Furosemide and Ethacrynic Acid CF
- (V37) Diuretics VTC

D. Nervous System

- (31) Care of the Patient with Head Injury CF
- (190-191) Care of the Patient with Neurological Conditions CF
- (V46) Mental Status Examination on a Med.-Surg. Patient VTC

E. Gastrointestinal System

- (184) Gastrointestinal Tract CF
- (59) Gastric & Gastrointestinal Decompression CF
- (123) GI Bleeding CF
- (77) Nasogastric Intubation & Gavage Feedings CF
- (56) Parenteral Fluid Therapy CF
- (50) Parenteral Hyperalimentation CF
- (V26, A,B,C) Fluid & Electrolyte Balance Lecture VTC

AUDIO-VISUAL MATERIALS

Unit III. Psychosocial Needs

(V62)	Psychosocial Assessment	VTC
(F16, A,B)	Anxiety	F
(79 A,B)	Solving the Riddle of Loss, Depression, & Other Responses	CF
(93)	Care of the Terminally Ill	CP
(F2)	"Until I Die" (E. Kubler-Ross)	F

C: Cassette (only audio)

CF: Cassette & filmstrip

CS: Cassette & slides

F: Film

S: Slides

VTC: Video tape cassette

A WORD ABOUT OBJECTIVES

Each student is expected to complete each objective.

The objectives are stated in terms of student behavior(s) with conditions and standards of performance specified. The objectives for N 401A are divided as follows:

1. "Outside of class" written assignments. These objectives are to be completed as specified in each unit regarding length and points to include. These papers are to be typed, double-space and are due on the date specified on the course calendar. No late papers will be accepted. Each student is expected to complete each of these objectives correctly as stated. The papers will be returned the following week. If the specifications of the objective were not all met, a notation will be made on the paper. The paper is to be corrected and resubmitted in order to fulfill the requirements of the objective.
2. Oral presentation objectives: These objectives are to be completed as specified in each unit regarding: length and topics to cover. The dates of the oral presentations are given on the course calendar. Oral presentations 10 mins. or longer will be accompanied by a list of two or more student objectives to be given to your classmates. Any outside references used should be included on your objective list (to encourage the optimal sharing of current critical care information).
3. Clinical objectives: each sub unit has some specified clinical objectives to be performed in the hospital setting. The student will inform the instructor of when she feels capable of performing the objective with 100% accuracy (if a procedural skill). The instructor will observe the student perform the skill. If the objective is not met to 100% accuracy it may be performed over again, until mastery is achieved. It is expected that the student would have observed the instructor perform the task and have performed the skill with instructor presence and verbal and/or manual assistance as needed prior to being "checked off" on the objective. Each clinical skill may not always be performed during the week specified due to patient population and availability.
4. Clinical Physical Assessment objectives: The student may refer to text, note cards and instructor for assistance. The patient assessments are due the last day of the second week (Wed.) of the completion of a unit or sub-unit. These objectives may be legibly handwritten.
5. All other "in class" or remaining objectives will comprise the two exams of the class. All of the exam material will be taken from these objectives. A student is expected to know each of these objectives at the 70% level (preferably higher). Your exam grade will reflect how well you know these objectives.

PERCENTAGE VALUE
OF WORK DONE FOR CLASS

Class Presentations	5%
Written Objectives	5%
Physical Assessments	10%
Clinical Objectives (skills)	20%
First Exam	20%
Second Exam	20%
Final Paper	20%
	100%

UNIT I

Patient Assessment - An Overview

When caring for critically ill patients, it is necessary to establish a baseline for planning and implementing nursing care. Your initial and on-going assessments are important in providing you with accurate information on which to base nursing care. If your assessments are inaccurate or incomplete, the nursing care that follows can be inadequate, inappropriate and maybe unsafe. It is necessary to know certain skills in order to perform the physical assessment.

I. Goal: The student will be able to perform a physical assessment.

Objectives:

1. In class, the student will correctly perform the skills of inspection, auscultation, percussion and palpation on a student partner. No aids may be used.
2. The student will perform a physical assessment on a patient being cared for in the clinical setting. This will be in conjunction with each sub-unit of Unit II. The results of the assessment will be written up and submitted to the instructor. Please refer to Unit II A-E (specific objective sheets related to core body systems).
3. In class, the student will perform a head-to-toe physical assessment on a student partner. The student will verbally explain each step in the assessment procedure to the observing instructor. Note cards are permitted. The assessment is to be completed within 30 minutes, with 80% accuracy. (This objective is to be done following the completion of Units I & II.)

UNIT I

Patient Assessment - An Overview

ReadingsFor Objectives 1, 2, 3:

Bates, Barbara, A Guide To Physical Assessment, Philadelphia, J.B. Lippincott Co., 1974.

A-V Materials: Refer to handout regarding Physical Assessment A-V media available.

Articles:

Littmann, David, "Auscultation," AJN, v. 72, #7, July, 1972, 1239-1241.

AJN Patient Assessment Series:

"Taking a Patient's History," AJN, Feb., 1974, 293-324.

"Examination of the Abdomen," AJN, Sept., 1974, 1679-1702.

"Neurological Examination, Part I.," AJN, Sept., 1975, 1-24.

"Neurological Exam, Part II.," AJN, Nov., 1975, 1-24.

"Neurological Exam, Part III.," AJN, Apr., 1976, 1-25.

"Examination of the Chest and Lungs," AJN, Sept., 1976, 1-23.

Nursing '77 Series on Physical Assessment:

Mueller, Carolyn, "Perfecting Physical Assessment: Part I," Nursing '77, May, 1977.

_____, "Perfecting Physical Assessment: Part II.," Nursing '77, June, 1977, 38-45.

_____, "Perfecting Physical Assessment: Part III.," Nursing '77, July, 1977, 44-53.

UNIT II

A. Cardiovascular System

When a pathological condition manifests itself in the heart, the effects are dramatic and the outcome often drastic. To assess, manage, and evaluate nursing problems with which you must deal, it is necessary to have a solid foundation in understanding normal structure, function and pathogenesis of cardiac action. Since monitoring the patient with cardiac disturbances is now accepted as routine practice, the nurse must be familiar with the different monitoring practices.

- I. Goal: The student will be able to describe the structure and function of the cardiovascular system.

Objectives:

1. The student will write in the structures of the heart (including chambers and valves) and great vessels on a drawing provided in class. Grading: 90-100% accuracy= A, 80-90%= B, 70-80%= C. No refs.
2. The student will write a 100-200 word description of the normal electrical conduction system of the heart. No references. Grading as for obj. #1.

- II. Goal: The student will understand the pathophysiology of heart failure.

Objectives:

3. Using no references, the student will list 3 causes of heart failure, stating the underlying pathophysiological reason for each in 50-75 words. Grading criteria: 90-100%= A, 80-90%= B, 70-80%= C.

- III. Goal: The student will understand the basic principles of a 12-lead EKG.

Objectives:

4. In class, the student will describe the placement of leads for a 12-lead EKG and the reasons for this placement. Grading criteria same as obj. 3.
5. The student will perform a 12-lead EKG on a student partner, with 100% accuracy.

- IV. Goal: The student will understand the difference between fixed-rate asynchronous and demand pacemakers.

Objective:

6. In class, given a list of characteristics of each type of pacemaker you will identify them as related to fixed-rate asynchronous or demand pacemakers. Grading criteria same as obj. 3.

- V. Goal: The student will understand the principles of hemodynamic monitoring.

Objectives:

7. Outside of class, you will write a 300-600 word paper on the venous and pulmonary arterial pressure monitoring systems. Your paper should include: 1. the purpose of each, 2. under what circumstances each is used, 3. normal values of each measurement, 4. abnormal values of each measurement and their possible meaning.

8. The student will correctly perform a CVP measurement on a patient in the critical care setting.
9. The student will correctly perform a PAP measurement on a patient in the critical care setting.
10. Outside of class, you will write a 250-400 word paper on the clinical applicability of intra-arterial pressure monitoring. Your paper is to include the purpose of intra-arterial pressure monitoring and the physiological basis behind this technique.
11. The student will correctly perform an arterial pressure measurement on a patient in the critical care setting.

VI. Goal: The student will know how to perform CPR on adult and infant victims.

Objective:

12. In class, the student will perform single and double rescuer CPR on both adult and infant mannequins. Each student will continue CPR for 3 minutes with no errors in technique.

VII. Goal: The student will be able to describe 5 common drugs used in the treatment of cardiovascular disease.

Objective:

13. Given a list of 7 cardiac drugs, the student will select 5 and write the usual dose, route(s) of administration, effective and toxic concentrations, indications and side effects of each drug selected. Grading criteria: 90-100% accuracy= A, 80-90%= B, 70-80%= C.

VIII. Goal: The student will be familiar with normal heart sounds, and the significance of abnormal heart sounds.

Objectives:

14. The student will be able to discern S₁ and S₂ on auscultation of a student partner's heart.
15. In class, the student will explain the significance of a 3rd heart sound in 25 words or less.

IX. Goal: The student will be able to describe how to read a cardiac rhythm strip.

Objective:

16. Given two cardiac rhythm strips, the student will correctly interpret each rhythm using the 5 points of EKG interpretation. This is to be done in class with no references.

UNIT II
A. Cardiovascular System

Readings

For Objectives 1 & 2:

Hudak, Carolyn M., Thelma "Skip" Lohr, and Barbara M. Gallo, Critical Care Nursing, 2nd ed., Philadelphia, J.B. Lippincott, Co., 1977, ch. 7.

Dubin, Dale, Rapid Interpretation of EKG's, 3rd ed., Tampa, Cover Publishing Co., 1974, pp. 1-20.

Kalifon, David and Ronald Stewart, The Normal Heart, manual prepared at Dept. of Emergency Medicine, LAC-USC Medical Center, L.A., Ca., Jan., 1975, pp. 115-125.

VanMeter, Margaret and Peter Lavine, Nursing '77 Skillbook Series, 1975, pp. 9-12.

For Objective 3:

Hudak, Ch. 8.

Combating CV Diseases Skillfully Nursing '78 Books, Horsham, Pa., Intermed Communications, Inc., 1978, Ch. 9.

A-V materials: Congestive Heart Failure (CS17)

For Objectives 4 & 5:

Hudak, Ch. 9, pp. 103-107.

Dubin, pp. 26-42.

VanMeter, pp. 12-14.

For Objective 6:

Hudak, Ch. 9, pp. 108-129.

Hammond, C., "Protecting Patients with Temporary Transvenous Pacemakers," Nursing '78, vol. 8, #11, Nov., 1978, pp. 82-86.

Manwaring, "What Patients Need to Know About Pacemakers," AJN, May, 1977, pp. 825-830.

Spence, M. and L. Lamberg, "Cardiac Pacing," (4 part series), Heart & Lung, Pt. 1, vol. 3, Sept.-Oct., 1974, pp. 820-827. Pt. 2, vol. 3, Nov.-Dec., 1974, pp. 989-995, Pt. 3, vol. 4, Jan.-Feb., 1975, pp. 128-133, Pt. 4, vol. 4, March-April, 1975, pp. 286-295.

Sweetwood, H., "Patients with Pacemakers," Nursing '77, March, 1977, pp. 44-51.

For Objectives 7-11:

Hudak, Ch. 10, pp. 185-210.

Bolognini, Vicki, "The Swan-Ganz Pulmonary Artery Catheter: Implications for Nursing," Heart & Lung, Nov.-Dec., 1974, vol. 3, #6, pp. 976-981.

Schroeder, John Speer and Elaine Kiess Daily, Techniques in Bedside Hemodynamic Monitoring, St. Louis, C.V. Mosby Co. 1976, Chs. 5,6.

Woods, Susan L. and Louise W. Mansfield, "Effect of Body Position Upon Pulmonary Artery and Pulmonary Capillary Wedge Pressure in Noncritically Ill Patients," Heart & Lung, Jan.-Feb., 1976, vol. 5 #1, pp. 83-90.

A-V Materials: The Swan-Ganz Pulmonary Artery Catheter (CS21)

For Objective 12:

Hudak, Ch. 9, pp. 130-136.

Hart, Romaine, "CPR Review", Nursing '78, June, 1978, pp. 48-53.

Manzi, Catherine C., "Cardiac Emergency! How to Use Drugs and CPR to Save Lives," Nursing '78, March, vol. 8 #3, pp. 30-39.

A-V material: New Pulse of Life (F4)

For Objective 13:

Hudak, Ch. 9, pp. 136-140.

Giving CV Drugs Safely, Nursing '78 Books, Horsham, Pa., Intermed Communications, Inc., 1978, Chs. 1, 2, 5, 9.

Manzi, (refer to obj. 12)

A-V material: Cardiac Glycosides and Quinidine (86) CF
Lidocaine HCl (84) CF

For Objectives 14 & 15:

Hudak, Ch. 10, pp. 176-181.

Delaney, Mary L., "Examining the Chest, Pt. II., The Heart," Nursing '75, vol. 5 #9, Sept., 1975, pp. 41-47.

A-V material: Heart Sounds and Auscultation (C14)

For Objective 16:

Hudak, Ch. 10, pp. 141-163.

Dubin, pp. 44-149.

VanMeter, Chs. 2-7 (especially Ch. 2)

A-V material: Heart Rhythm Analysis (S4)

UNIT II

B. Respiratory System

Perhaps the most basic of all human needs is the need for air, and one of the most critical subsystems of the organism is the respiratory system. The continuing growth of critical care nursing challenges the nurse to expand her knowledge to meet the needs of this rapidly advancing speciality. The ability of the nurse to anticipate, recognize and intervene to treat pulmonary disorders may modify and/or prevent common lung disorders.

- I. Goal: The student will be able to describe the structure and function of the respiratory system.

Objectives:

1. Given a diagram, the student will label all the structures of the respiratory system, including sinuses and internal and cellular lung structures. Grading criteria: 90-100%= A. 80-90%= B. 70-80%= C.
2. Given a list of 10 respiratory terms concerning the mechanics of respiration, you will accurately define them in 25 words or less.

- II. Goal: The student will understand the basic pathophysiology of the respiratory system.

Objectives:

3. Outside of class, you will write a 200-400 word paper explaining the difference between obstructive and restrictive pulmonary disease. Your paper should include the names of two restrictive and two obstructive pulmonary diseases and two distinct characteristics of each.
4. Given a list of pulmonary diseases, you will note whether they are obstructive or restrictive disease processes.

- III. Goal: The student will be able to distinguish the characteristics of specific pulmonary disease states.

Objective:

5. Given the 7 pulmonary diseases discussed in class, you will state:
 1. definition, 2. causative factors, 3. signs and symptoms, and 4. major treatment for each disease.

- IV. Goal: The student will understand the different measures used in bronchial hygiene.

Objectives:

6. You will give a 5 min. oral presentation on one form of bronchial hygiene, including the purpose of the technique.
7. You will perform chest physiotherapy on a classmate partner, using the 5 main positions discussed in class.

- V. Goal: The student will understand the causes and treatment of pulmonary emboli and hemo/pneumothorax.

Objectives:

8. You will list two causes of pulmonary emboli, two signs and symptoms of pulmonary emboli and two treatment measures used.
9. You will list the two types of pneumothorax, two physical exam findings, two signs exhibited by the patient, and the treatment measures used.

- VI. Goal: The student will understand the principles of chest tube underwater seal drainage.

Objectives:

10. Outside of class, you will write a 100-150 word explanation of the principles involved in underwater seal drainage, including: negative and atmospheric pressure.
11. In class, without aids, you will draw a picture of 1, 2, & 3 bottle underwater seal set-ups and explain how each system works in 25-75 words.
12. The student will care for a patient with chest tubes and underwater seal drainage, and will correctly milk and strip the chest tubes, measuring and recording chest tube drainage accurately.

- VII. Goal: The student will be able to assist in the insertion of endotracheal tubes and care for patients with artificial airways.

Objectives:

13. The student will demonstrate correct insertion of an oral airway on a mannequin.
14. In class, the student will assemble all the equipment needed for insertion of an ET tube and a tracheotomy.
15. The student will care for a patient with an ET tube or a trach. in the clinical setting.

- VIII. Goal: The student will be able to distinguish between volume and pressure cycled respirators.

Objectives:

16. In class, given a list of characteristics of respirators, the student will note whether they are descriptive of volume or pressure cycled respirators.
17. The student will care for a patient on an MA-1 respirator in the clinical setting.

- IX. Goal: The student will understand the step-by-step procedure of respiratory suctioning.

Objective:

18. In the critical care setting, the student will perform endotracheal tube or tracheal suctioning on a patient with no errors in technique and no aids permitted.

- X. Goal: The student will be able to describe 5 common drugs used in the treatment of respiratory disease.

Objective:

19. Given a list of 7 drugs used in the care of respiratory disease, the student will select 5 drugs and write the usual dose, route(s) of administration, site of action, and side effects of each drug.

- XI. Goal: The student will be able to assess normal and abnormal breath sounds.

20. Given a list of breath sounds, the student will define each term including the location in the respiratory system where the sound would be heard.

21. The student will listen to breath sounds of a student partner, in class.

22. In the clinical setting, the student will assess breath sounds of each patient cared for and chart the assessment accurately.

- XII. Goal: The student will understand the basics of arterial blood gas analysis.

Objectives:

23. Given a list of the 7 components of an ABG, you will give the normal range of values.

24. You will interpret 4 sets of ABG results, in class without aids.

UNIT II

B. Respiratory System

ReadingsFor Objectives 1 & 2:

Hudak, Ch. 11.

Brecher, Ruth and Edward, "Breathing...What You Need to Know," American Lung Association, 1973.

For Objectives 3 & 4:

Hudak, Ch. 12.

A-V Materials: Care of the Patient With Respiratory Disease (187) CF
Chronic Pulmonary Diseases (126) CF

For Objective 5:

Hudak, Ch. 13, pp. 229-241.

Barstow, Ruth E., "Coping with Emphysema," Nursing Clinics of North America, vol. 9, #1, March, 1974, pp. 137-146.

Ferber, Seymour and Roger Wilson, "Chronic Obstructive Emphysema," Clinical Symposia, vol. 20, #2, 1968.

Lagerson, Joanne, "Nursing Care of Patients with Chronic Pulmonary Insufficiency," Nursing Clinics of North America, vol. 9, #1 March, 1974, 165-179.

Moody, Linda E., "Nursing Care of Patients with Asthma," Nursing Clinics of North America, vol. 9, #1, March, 1974, 195-207.

For Objectives 6 & 7:

Hudak, Ch. 13, 241-243.

"Chest Physical Therapy, Postural Drainage Exercises," Lippincott Manual of Nursing Practice, 144-150.

Waterson, Marian, "Teaching Your Patients Postural Drainage," Nursing '78, vol. 8, #3, March, 1978, 51-53.

For Objectives 8 & 9:

Hudak, Ch. 13, 243-246.

Meador, Billie, "Pneumothorax: Providing Emergency and Long-Term Care," Nursing '78, vol. 8, #11, Nov., 1978, 42-45.

Wyper, Mary, "Pulmonary Embolism: Fighting the Silent Killer," Nursing '75, vol. 5, #10, October, 1975, 30-38.

For Objectives 10-12:

Hudak, Ch. 13, 246-248.

Water-Seal Chest Drainage, Lippincott Manual of Nursing Practice, 150-155.

Kersten, Laurel, "Chest-tube Drainage System, Indications and Principles of Operation," Heart and Lung, vol. 3, #1, Jan.-Feb., 1974, 97-101.

Morgan, Calvin and Thomas Orcutt, "The Care and Feeding of Chest Tubes," AJN, vol. 72, #2, Feb., 1972, 305-308.

VanMeter, Margaret, "Chest Tubes: Basic Techniques for Better Care," Nursing '74, Dec., 1974, 48-55.

A-V Materials: Care of Patient with Water-Seal Drainage (64) CF

For Objectives 13-15:

Hudak, Ch. 13, 251-253, 258-266.

A-V Material: Endotracheal Intubation and Tracheotomy Care (73) CF

For Objectives 16 & 17:

Hudak, Ch. 13, 254.

Adams, Nancy R., "The Nurse's Role in Systematic Weaning From a Ventilator," Nursing '79, vol. 9, #8, August, 1979, 34-41.

"Mechanical Ventilation," Principles and Practice of Inhalation, 149-161.

For Objective 18:

Hudak, Ch. 13, 253.

"Suctioning the Respiratory Tract," a pamphlet by Pharmaseal, Glendale, Ca.

Sandham, Gayle and Barbara Reed, "Some Q's & A's About Suctioning," Nursing '77, vol. 7, # 10, October, 1977, 60-65.

For Objective 19:

Hudak, Ch. 13, 234-237.

For Objectives 20-22:

"Patient Assessment: Examination of the Chest and Lungs," Programmed Instruction, AJN, vol. 76, #9, Sept., 1976, 1-23.

Traver, Gayle A., "Assessment of the Thorax and Lungs," AJN, March, 1973, 466-471.

A-V Material: Introduction to Breath Sounds (C-13) C

For Objectives 23 & 24:

Hudak, Ch. 14, 269-297.

Shapiro, Barry, Ronald A. Harrison and John R. Walton, Clinical Application of Blood Gases, Chicago, Year Book Medical Publishers, Inc., 1977.

Shrake, Kevin, "The ABC's of ABG's," Nursing '79, vol. 9, #9, Sept., 1979, 26-33.

A-V Material: Bloodgases (V96) VTC

UNIT II

C. Renal System

The primary function of the renal system is the regulation and concentration of solutes in the extracellular fluid of the body. The renal system accomplishes this by removing waste products of metabolism and excess concentrations of constituents and by conserving these substances which are present in normal or low quantities. The process of renal failure can provoke serious imbalances in this regulatory mechanism. It is important for nurses caring for critically ill patients to be able to assess and monitor renal function accurately.

- I. Goal: The student will be able to describe the structure and function of the renal system.

Objectives:

1. Given a drawing of the kidney and nephron, you will label all of the structures. Grading criteria: 90-100% = A, 80-90% = B, 70-80% = C.
2. You and a partner will prepare and give a 15 min. oral presentation on one of the following topics: 1. the glomerular membrane and filtration pressure, including glomerular filtration rate and glomerular filtrate, 2. active reabsorption, 3. diffusion and osmosis, 4. clearance, 5. regulatory mechanisms (renin-angiotensin mechanism).

- II. Goal: The student will understand the pathophysiology of renal failure.

Objectives:

3. You will list the 3 most common causes for reduced renal perfusion and for each give: 1. an explanation of the causative factor, 2. its main effect on the renal system, and 3. treatment.
4. Given a chart listing 8 types of electrolyte disturbances, you will list the major symptoms, major physical findings and etiology of each.

- III. Goal: The student will be able to describe the basic tests used to monitor renal function.

Objectives:

5. The student will compare the creatinine clearance test with the BUN with regards to: 1. what each test is an indication of, 2. normal values for each, 3. factors affecting the results, 4. value of each test. This will be done outside of class, 100-200 words.
6. In class, without aids, you will write a 100-200 word description of hyponatremia, including cause(s) and treatment.
7. The student will correctly perform a specific gravity measurement on a critically ill patient in the clinical setting.

- IV. Goal: The student will understand the causes of inadequate intake and excessive fluid losses.

Objectives:

8. In class, without aids, the student will list at least 5 causes of inadequate fluid intake.
9. In class, without aids, the student will list 9 causes of excessive fluid loss.

- V. Goal: The student will be able to accurately assess a person's fluid loss.

Objectives:

10. You will keep accurate records of intake and output on each patient cared for in the critical care unit, and record these on the chart.
11. In class, you will describe the importance of daily weight determinations of critically ill patients (written, 25-75 words).
12. You will conduct a physical assessment of two patients with regards to hypo- or hypervolemia. Your assessment should include all the areas listed on Table 17-2, p. 343 (Hudak). This assessment is to be written and submitted to the instructor.

- VI. Goal: The student will understand the principles, components, risk factors and access to circulation involved with hemodialysis.

Objectives:

13. You will prepare a 20 min. oral presentation on one of the following: 1. principles of dialysis, 2. major components of the artificial kidney system, 3. predialysis assessment: risk factors, fluid imbalances, hypervolemia & hypovolemia; 4. assessment: hypotension, hypertension and dialysis disequilibrium syndrome, 5. assessment: electrolyte imbalance, 6. assessment: infection, bleeding & heparinization, 7. problems with equipment, 8. access to circulation, 9. psychological aspects of hemodialysis patients, 10. dietary restrictions of hemodialysis patients.
14. You will visit the hemodialysis unit and report verbally on the procedure for attaching a person to the dialysis machine.

- VII. Goal: The student will understand the principles of peritoneal dialysis.

Objective:

15. Outside of class, you will write a 200-400 word paper on peritoneal dialysis. Your paper should include: 1. purpose, 2. materials used, 3. procedure, 4. nursing care of the patient, 5. complications of peritoneal dialysis. You must use at least 2 outside sources other than your text and document them.

- VIII. Goal: The student will be able to describe 3 common drugs used in the treatment of renal disease.

Objective:

16. Given a list of 3 drugs used in the treatment of inadequate urinary volume, you will be able to write the: usual dose, route(s) of administration, effective and toxic concentrations, indications and side effects of all 3 drugs. (To be completed in class).

UNIT II
C. Renal System
Readings

For Objectives 1 & 2:

Hudak, Ch. 15, pp. 309-318.

For Objectives 3 & 4:

Hudak, Ch. 16, pp. 319-330.

Aspinall, Mary Jo, "A Simplified Guide to Managing Patients with Hyponatremia," Nursing '78, Dec., 1978, pp. 32-35.

Dolan, Patricia O'Connor and Harry L. Greene, "Renal Failure and Peritoneal Dialysis," Nursing '75, July, 1975, pp. 40-49.

Metheny, Norma and William Snively, Nurses' Handbook of Fluid Balance, Philadelphia, J.B. Lippincott Co., 1st ed., 1967, Ch. 18.

Stark, June, "Renal Failure: Imbalances Inevitable," in Monitoring Fluid and Electrolytes Precisely, Nursing '78 Books, Horsham, Pa., Intermed Communications, Inc.

For Objectives 5-7:

Hudak, Ch. 16, pp. 330-338.

French, Ruth, The Nurse's Guide to Diagnostic Procedures, 3rd ed., New York, McGraw Hill Book Co., 1971, Ch. 2.

For Objectives 8 & 9:

Hudak, Ch. 17, pp. 339-341.

Kee, Joyce L. and Ann P. Gregory, "The ABC's (& MEq's) of Fluid Balance in Children,"

For Objectives 10-12:

Hudak, Ch. 17, pp. 341-344.

Coleman, Lavenia, "Dehydration: When to Look for it," Monitoring Fluid and Electrolytes Precisely, Ch. 6.

Gillis, Alice, "Assessment: How to Improve It," Monitoring Fluid & Electrolytes Precisely, Ch. 3.

Juliani, Louise, "Assessing Renal Function," Nursing '78, Jan., 1978, pp. 34-35.

Manzi, Catherine, "Edema: What to do About It," Monitoring Fluid and Electrolytes Precisely, Ch.

For Objectives 13 & 14:

Hudak, Ch. 17, pp. 344-358.

Juliani, Louise, "Dialysis: Renal & Peritoneal", Monitoring Fluid & Electrolytes Precisely, Ch. 23.

For Objective 15:

Hudak, Ch. 17, pp. 358-361.

Dolan, (refer to objs. 3 & 4)

Juliani, (refer to objs. 13 & 14)

For Objective 16:

A-V Material Furosemide and Ethacrynic Acid (88) CF

A-V Material Diuretics (V37) VTC

UNIT II

D. Nervous System

The neurological system is one of the body's most complicated systems. Nurses in a critical care unit, caring for individuals with acute nervous system injury or illness serve as the patient's first line of defense. In order to insure superior care, a multitude of routine supportive acts must be performed in repetition. Also, the nurse is responsible for carrying out frequent neurological evaluations with constant attention to subtle changes in blood pressure, pulse rate and regularity, respiratory activity, level of consciousness, and motor and sensory function. Changes when they occur may be the initial indication of impending deterioration. The nurse is often the one to take immediate action to alert the physician and alleviate the underlying pathology.

- I. Goal: The student will be able to describe the structure and function of the nervous system.

Objectives:

1. Given a diagram of a sagittal section of the head, the student will label the principle structures of the brain.
2. Given a list of body organs, the student will indicate the effect of stimulation of the sympathetic and parasympathetic sections of the autonomic nervous system on each organ.
3. The student will list the 3 major divisions of the nervous system and state their function in less than 50 words.

- II. Goal: The student will understand the pathophysiology of the CNS.

Objective:

4. You will prepare a 15-20 min. oral presentation on one of the following topics: 1. ICP, 2. cerebral concussion and contusion, 3. cerebral edema, 4. cerebrospinal fluid fistula, 5. diabetes insipidus, 6. intracranial hemorrhage, (not related to trauma), 7. spinal cord injury, 8. SIADH, 9. CVA, 10. seizures.

- III. Goal: The student will know the nursing responsibilities in the care of the brain injured patient.

Objectives:

5. The student will list several types of behavioral responses patients may have following an injury to the brain.
6. Given a type of respiratory pattern, the student will state the location of the neuroanatomical lesion.
7. You will state 4 reasons why proper positioning of the brain injured patient is important.

8. Given a list of 3 speech-related communication problems, you will state 1 or 2 ways the nurse can communicate more effectively with this person.
9. You will state 5 factors to be evaluated before initiating an oral intake program on a brain-injured patient. Grading criteria: 90-100% = A, 80-90% = B, 70-80% = C.

IV. Goal: The student will understand nursing responsibilities in the care of spinal cord injured patients.

Objectives:

10. Given a list of the levels of spinal cord lesions, you will match these with a list of sensory loss.
11. In 50-150 words, describe the reasons for and the progression of autonomic dysreflexia, include clinical signs and nursing responsibilities.
12. You will prepare and deliver a 10 min. oral presentation on one of the following nursing care responsibilities in the care of the spinal cord injured patient: 1. respiratory, 2. metabolic, 3. gastrointestinal, 4. bowel program, 5. urinary, 6. skin, 7. neurological assessment, 8. venous thrombosis, 9. medications, 10. physical therapy.

V. Goal: The student will be able to describe 5 common drugs used in the treatment of CNS disorders.

Objective:

13. Given a list of 7 CNS drugs, the student will select 5 and write the usual dose, rout(s) of administration, effective and toxic concentrations, indications and side effects of each drug selected.

VI. Goal: The student will be able to perform an assessment on a neurological patient (head-injured &/or CVA).

Objectives:

14. In the clinical setting, you will assess a patient's LOC, including his arousal level, orientation, appropriateness, response to noxious stimuli.
15. You will be able to state the vital sign changes seen in progressive unconsciousness, including BP, P, R, and T.
16. You will correctly perform a pupil check on a patient in the critical care setting and document your findings.
17. You will correctly evaluate the extremity strength and movement of a patient in the critical care setting, documenting your findings. If weakness is observed, be able to state where the damage is expected.
18. You will state the 12 cranial nerves, in order, and give an example of how to test for each one.

19. You will test a classmate partner for the ability to recognize and identify objects by sight, touch, & sound.
20. You will correctly perform sensory tests and intellectual function tests on a classmate partner.
21. The student will correctly perform 5 common cerebellar function tests on a classmate partner.

VII. Goal: The student will understand the principles of intracranial pressure monitoring.

Objective:

22. You will list the 3 techniques for measuring intracranial pressure and give the advantages and disadvantages of each.

UNIT II

D. Nervous System

Readings

For Objectives 1-4:

Hudak, Ch. 19, 387-396.

Carini, Esta and Guy Owens, Neurological and Neurosurgical Nursing, 6th ed., St. Louis, C. V. Mosby, 1974, Ch. 2.

For Objective 5:

Hudak, Ch. 21, 417-427.

For Objectives 6-9:

Hudak, Ch. 21, 427-434.

"Grand Rounds, Hazardous Head Injury," Nursing, '72 February 11-14.

Queensbury, Jeanne and Pamela Lembright, "Observation and Care for Patients with Head Injuries," Nursing Clinics of North America, v.4, #2, June 1969, 237-241.

Swift, Nancy, "Head Injury, Essentials of Excellent Care," Nursing '74, Sept., 1974, 26-33.

For Objectives 10-12:

Hudak, Ch. 21, 434-445.

Crigler, Lee, "Sexual Concerns of Spinal Cord Injured Patients," Nursing Clinics of North America, Philadelphia, W. B. Saunders, 1974, 703-716.

For Objective 13:

Class Handout

For Objective 14-21:

Hudak, Ch. 22, 451-462.

For Objective 22:

Hudak, Ch. 22, 462-471.

Young, Jessie, "Recognition and Recording of the Signs of Increased Intracranial Pressure," Nursing Clinics of North America, v.4, #2, June, 1969.

UNIT II

E. Gastrointestinal System

The functions of the GI system are not likely to gain much attention until something distrupts a person's ability to eat and/or digest food properly. With a disturbance of the GI tract comes the problem of supplying the body with the nutrients it needs to exist,. You will be called upon to aid the patient by giving supplemental forms of nutrients when such a disruption occurs.

- I. Goal: The student will be able to describe the structure and function of the GI system.

Objectives:

1. The student will label the structures of the GI system on a drawing provided in class. Grading criteria: 90-100% = A, 80-90% = B, 70-80% = C.
2. Outside of class, you will write a 400-600 word paper describing the precess of digestion or absorption. At least 3 references are to be used and documented.

- II. Goal: The student will understand the regulatory factors of the GI system.

Objective:

3. You will prepare and deliver a 20 min. oral presentation on one of the following topics: 1. mucosal metabolism & membrane transport, 2. hormonal control (gastrin, secretin), 3. hormonal control (cholecystokinin & gastric inhibitory peptide), 4. other hormones that effect the GI tract, 5 neural control, 6. sphanchnic circulation, 7. saliva, 8. small intestine, 9. colon, 10. gastric secretions.

- III. Goal: The student will understand the principles and precautions of hyperalimentation (TPN).

Objectives:

4. In class, you will list 8 indications for TPN.
5. In class, you will state 4 precautions to be aware of when a patient is receiving TPN.
6. In class, you will state why infection is such a possibility with TPN in 25 words or less.

- IV. Goal: The student will understand the precautions of intralipid administration.

Objective:

7. The student will describe 4 precautions to observe while administering intralipids.

- V. Goal: The student will understand the proper procedure for insertion of an NG tube.

Objectives:

8. The student will assemble all equipment needed for insertion of an NG tube.
9. In class, the student will describe the step-by-step procedure for inserting an NG tube, including 2 ways to determine if it is correctly placed in the stomach.
10. You will care for one patient in the critical care setting with an NG tube.

- VI. Goal: The student will understand the principles of and how to perform gastric gavage and gastric lavage.

Objectives:

11. In the clinical setting, you will administer a tube feeding to a patient.
12. You will be able to state 2 reasons for the use of gastric lavage.

- V. Goal: The student will be able to describe 4 common drugs used in the treatment of GI disorders.

Objective:

- 13: Given a list of 6 drugs used in the treatment of GI disorders, you will select 4 and write the usual dose, route(s) of administration, indications and possible side effects of each drug.

- VI. Goal: The student will be able to perform the assessment skills of inspection, auscultation, percussion and palpation of the abdomen.

Objective:

14. In the clinical setting, you will perform a GI physical assessment, using the skills of inspection, auscultation, percussion and palpation, on 2 patients and submit your written findings to the instructor.

UNIT II

E. Gastrointestinal System

ReadingsFor Objectives 1 & 2:

Ross, Gordon, Essentials of Human Physiology, Chicago, Year Book Medical Publishers, Inc., 1978.

A-V Materials: Gastrointestinal Tract (184) CF

For Objective 3:

Ross, (refer to objs. 1 & 2)

For Objectives 4-6:

Hudak, Ch. 27

Cooley, Rita and Jeanne Wilson, "Meeting Patient's Nutritional Needs with Hyperalimentation," Nursing '79, vol. 9, #5, May, 1979, pp. 76-83.

_____, "Meeting Patient's Needs with Hyperalimentation," Nursing '79, vol. 9, #6, June, 1979, pp. 57-61.

_____, "Meeting Patient's Needs with Hyperalimentation," Nursing '79, vol. 9, #7, July, 1979, pp. 50-53.

Dudrick, S.J., "Total Intravenous Feeding: When Nutrition Seems Impossible," Drug Therapy, Hosp. ed., vol. 1, #2, (Feb., 1976), p. 92.

Maki, Dennis, "Preventing Infection in Intravenous Therapy," Hospital Practice, April, 1976, pp. 95-104.

A-V Materials: Parenteral Fluid Therapy (56) CF
Parenteral Hyperalimentation (50) CF

For Objective 7:For Objectives 8-10:

McConnell, Edwina A., "All About Gastrointestinal Intubation," Nursing '75, vol. 5, #9, Sept., 1975, pp. 30-37.

A-V Materials: Gastric & Gastrointestinal Decompression (59) CF

For Objectives 11-12:

_____, Nursing Grand Rounds, "The G.I. Bleeder - Seldom as Safe as He Seems," Nursing '75, vol. 5, #9, Sept., 1975, pp. 48-54.

D'Onofrio, Gail, "G.I. Bleeding: What to do and When," Nursing '78, vol. 8, #3, March, 1978, pp. 44-50.

Daminski, M.V., "Tube Feeding: Tips and Techniques," Eaton Labs, Norwich, New York, 1973.

For Objective 13:

For Objective 14:

_____, "Examination of the Abdomen," AJN, Sept., 1974, pp. 1679-1702.

Jarvis, Carolyn M., "Perfecting Physical Assessment, Pt. 3, Nursing '77,
vol. 7, #7, July, 1977, pp. 44-53.

UNIT III

Psychosocial Needs

The main focus of critical care nursing often rests on the physical needs of the patient. Although the physical needs must be met if the patient is to be cared for at all, the psychosocial needs of the patient cannot be overlooked. A patient's psychosocial behavior affects greatly how he responds to illness and medical and nursing care. The family's psychosocial responses and needs affect the way they are able to cope with the stress of a family member's illness and to a degree the way the patient responds to his illness.

- I. Goal: The student will be aware of the psychosocial needs of patients and their families when assessing and implementing nursing care.

Objectives:

1. Outside of class, the student will write a 250-500 word paper on anxiety to include: a definition of the concept of anxiety, internal and external responses to anxiety, two factors influencing anxiety, a sample nursing diagnosis of anxiety and three nursing interventions aimed at decreasing the intensity or of alleviating the anxiety.
2. In class, you will state in 25 words or less a definition of denial, and list three nursing interventions to reduce the need for denial.
3. In class, you will write the definition of depression in 25 to 50 words, and list at least three signs and symptoms of depression.
4. In class, you will compare the stages of adaptation to crisis or loss of E.K. Ross and J. Bowlby, including the main stages and how to tell what stage a person is in, 100-300 words.

UNIT III
Psychosocial Needs

Readings

For Objective 1:

Roy, Sister Callista, Introduction to Nursing: An Adaptation Model, New Jersey, Prentice-Hall, Inc., 1976, Ch. 15.

Roberts, Sharon, Behavioural Concepts and the Critically Ill Patient, New Jersey, Prentice-Hall, Inc., 1976, Ch. 11.

For Objective 2:

Carlson, Carolyn, and Betty Blackwell, Behavioral Concepts and Nursing Intervention, 2nd ed., Philadelphia, J.B. Lippincott Co., 1978 Ch. 13.

For Objective 3:

Thaler, Otto F., "Grief and Depression," Nursing Forum, v. 5, #2, 1966, 8-22.

For Objective 4:

Epstein, Charlotte, Nursing and the Dying Patient, Reston, Va., Reston Pub. Co., 1975.

Goldberg, Stanley, "Family Tasks and Reactions in the Crisis of Death," Nursing Digest, May, 1974, 21-26.

Kubler-Ross, Elizabeth, On Death and Dying, The Macmillan Co., New York, 1969.

Quint, Jeanne, "Talking to Patients About Death," Nursing Forum, v. 9, # 3, 1970, 254-268.

Goffnett, Carol, "Your Patient's Dying, Now What?," Nursing '79, v. 9, #11, 1979, 26-33.

Additional Reading:

Roberts, Chs. 3, 13, 17.

Hein, Eleanor and Maribelle Seavitt, "Providing Emotional Support to Patients," Nursing '77, May, 1977, 38-41.

Higgin, Sister Harriet, "Your Patient's Illness is a Family Affair," RN, Nov., 1976, 48-49.

SAMPLE TEST ITEMS

*Note: Since the test questions for the two written exams will come directly from the unit objectives, only several sample test items will be given. The student is advised to know all of the appropriate objectives as explained in "A Word About Objectives" #5 .

CV System

Test Item for Obj. 13:

Select five (5) of the cardiovascular drugs listed below and write for each drug:

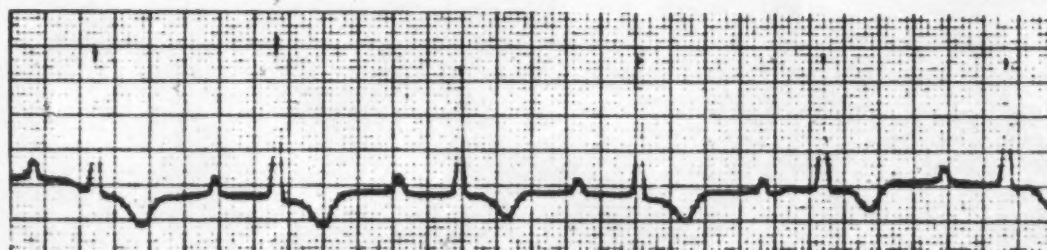
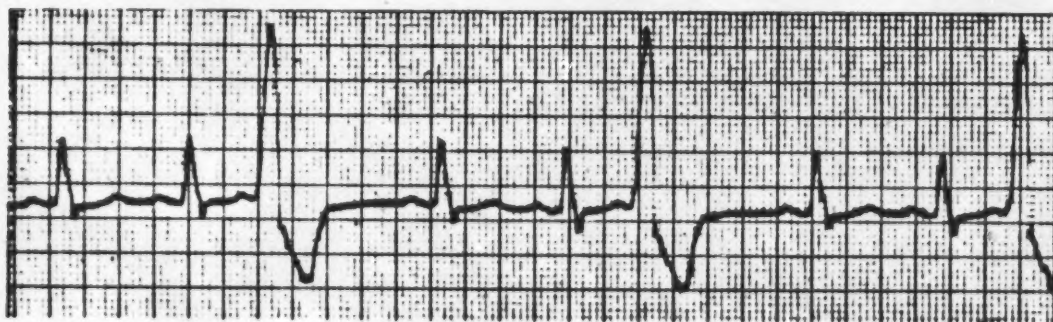
1. the usual dose
2. route(s) of administration
3. effective and toxic concentrations
4. indications for use of the drug
5. side effects of the drug

Cardiovascular drugs: (Please inform me of which 5 drugs you selected)

1. Digoxin
2. Propranolol
3. Lidocaine
4. Quinidine
5. Procainamide
6. Epinephrine
7. Isoproterenol

Test Item for Obj. 14:

Interpret the following two rhythm strips, using the five (5) points of EKG interpretation.



Sample Test Item CV System Obj. 1

Write in the structures of the heart (including chambers and valves)
and great vessels on the diagram below.

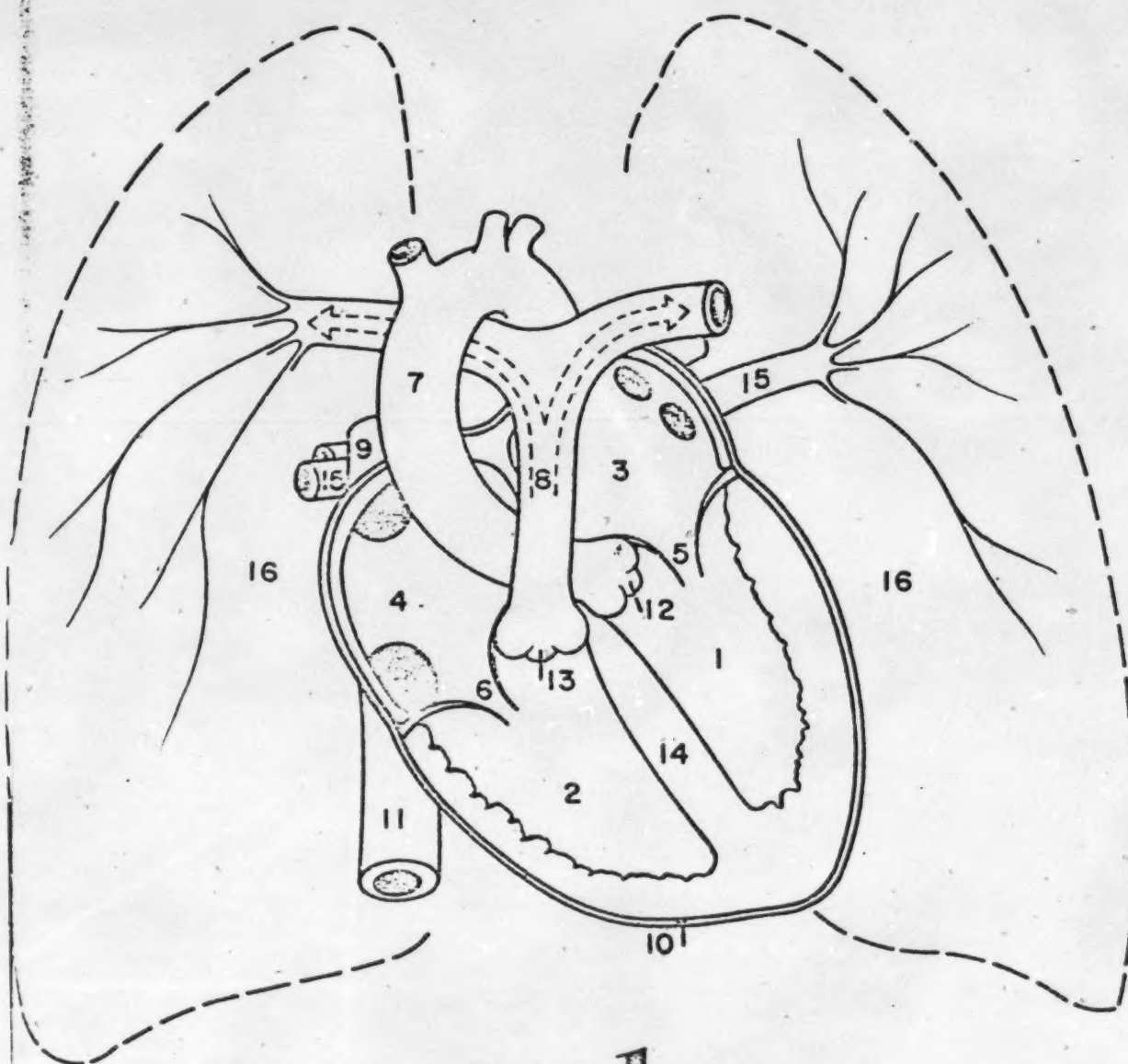


Figure 1

GUIDELINES FOR FINAL PAPER

The student will submit a case study on one patient cared for during the semester. You will chose a patient with a main diagnosis of one of the core body systems discussed in class. Include a 25-50 word rationale for your selection.

Your paper is to include:

1. Data Base: patient initials, age, sex, religion, marital status, occupation, and other information deemed pertinent.
2. Diagnosis:
3. A discussion of the pathophysiology related to the patient's disease process.
4. Physical Assessment Criteria: include things you would be especially careful to note. Your assessment findings.
5. Diagnostic tests, e.g., x-rays, EKGs, etc. discuss abnormal findings in relation to your patient.
6. Lab results: discussion of abnormal findings.
7. Medication(s): include dosage, route and schedule of administration. Why is the patient taking thers medications? Any side effects to be aware of?
8. Nursing responsibilities in the care of thepatient. Be specific.
9. State at least two main problems of this patient. Give subjective and objective assessment criteria. State your assessment and Plan, including patient objectives, nursing intervention(s), rationale and evaluation.
10. Include a 1-2 page discussion of a possible, probable or real psycho-social problem faced by this patient or his family.

Your paper is to be typed, double-spaced, 15 to 25 pages. Due: 5/27

The final paper is worth 20 % of your final grade in N 401A.

INSTRUCTOR'S EVALUATION

Procedures for Revising the Course

At the end of each semester, course and instructor evaluation forms will be completed anonymously by each student. The nursing department secretarial staff tallies up responses and types any written comments. A copy of these responses is given to the instructor after the grades have been turned in. The instructor reviews all evaluation responses as a means of self and course assessment and evaluation.

During semester break, the instructor will meet with the faculty senior year coordinator and the nursing department chairperson to review the course objectives, syllabus and evaluation forms. At this time, comments and suggestions are made as to how teaching methods and course objectives can be improved. The instructor submits a written report of changes made in the course outline and objectives to the year coordinator and the department chairperson. If the change involved is a major one, it is discussed with the nursing faculty, as all are involved with the process of curriculum change and development.

A copy of the instructor and course evaluation forms are included in the syllabus.

Instructor Rating Scale

(Do not sign your name).

Instructor's name: _____

Date: _____

Course title: _____

Please rate your instructor on each of the items listed below. Place a checkmark on the scale in the specific area that most closely describes whether you agree or disagree with each statement. Please be honest with your responses.

1. The instructor is well qualified in the subject matter.

/	/	/	/	/
strongly agree	agree	neither agree or disagree	disagree	strongly disagree

2. The instructor explained the course objectives clearly.

/	/	/	/	/
strongly agree	agree	neither agree or disagree	disagree	strongly disagree

3. The instructor stimulates me to do free and independent thinking.

/	/	/	/	/
strongly agree	agree	neither agree or disagree	disagree	strongly disagree

4. The instructor deals fairly with students.

/	/	/	/	/
strongly agree	agree	neither agree or disagree	disagree	strongly disagree

5. The instructor is available for conference times.

/	/	/	/	/
strongly agree	agree	neither agree or disagree	disagree	strongly disagree

6. The instructor stimulates my interest in the subject.

/	/	/	/	/
strongly agree	agree	neither agree or disagree	disagree	strongly disagree

Instructor Rating Scale

7. The instructor recognizes his/her own limitations and is honest in admitting when he/she does not know.

/_____/_____/_____/_____/_____/

strongly agree	agree	neither agree or disagree	disagree	strongly disagree
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8. The instructor lead discussions in an interesting and intellectually stimulating fashion.

/_____/_____/_____/_____/_____/

strongly agree	agree	neither agree or disagree	disagree	strongly disagree
-------------------	-------	---------------------------------	----------	----------------------

9. The instructor uses a variety of classroom techniques and methods to make class interesting.

/_____/_____/_____/_____/_____/

strongly agree	agree	neither agree or disagree	disagree	strongly disagree
-------------------	-------	---------------------------------	----------	----------------------

10. The instructor gives reasonable and appropriate assignments.

/_____/_____/_____/_____/_____/

strongly agree	agree	neither agree or disagree	disagree	strongly disagree
-------------------	-------	---------------------------------	----------	----------------------

I feel this instructor's strengths are:

I feel this instructor's weaknesses are:

Mannerisms or gestures, if any, that you found distracting:

COURSE EVALUATION FORM

Course: _____

Instructor(s): _____

Semester: _____ Year: _____

1. How much did the course allow you to practice and develop your ability to problem solve and think creatively?

To a great extent _____

To a moderate extent _____

Occasionally _____

Hardly ever _____

2. Was the theory you learned in this course applicable to your practice of nursing in the clinical setting?

All the time _____

Most of the time _____

Some of the time _____

Little of the time _____

3. Was the subject matter of the course in agreement with course objectives?

To a great extent _____

To a moderate extent _____

Occasionally _____

Hardly ever _____

4. How do you feel your other nursing courses and liberal arts and sciences background prepared you for this course?

Very well prepared _____

Adequately prepared _____

Poorly prepared _____

5. In what way could you have been better prepared for this course? Explain.

6. What did you like best about this course?

7. What would you like to see changed in this course?

COURSE EVALUATION FORM, cont.

8. Please rate the assignments in the following areas:

	Strongly disagree		Agree		Strongly Agree
a. The amount was appropriate	1	2	3	4	5
b. The content was appropriate	1	2	3	4	5
c. Assignments were helpful in understanding course objectives	1	2	3	4	5
d. Assignments were relevant to clinical experiences	1	2	3	4	5

9. Please rate the textbooks used in
the course in the following areas:

a. Were appropriate for this course	1	2	3	4	5
b. Were understandable and clear	1	2	3	4	5
c. Are a valuable resource in clinical practice	1	2	3	4	5

Provision for students who fail to meet level...

The overall policies of the Nursing Department apply to each course taken in the nursing curriculum. Students may be dismissed from the Nursing Department if they receive a grade lower than 2.0 in a nursing course. An unsafe clinical performance resulting in failure of the clinical component of the course would supersede any numerical grade and constitute failure in that course.

Each student will have a scheduled weekly meeting with the instructor to discuss student progress in relation to: course objectives, assignments and clinicla participation. If at any time the student's work is below 2.0 she will be counseled by the instructor. The student will be apprised of weak areas. Specific written guidelines for improved behavior will be established with the student. These behaviors will be achieved within an identified time framework. If improvement is not sufficient and requirements remain unfulled the student will be notified in writing and counseled by the instructor, senior year faculty coordinator and the department chairperson together. At this meeting, the student's probationary status will be determined and this status will resolve within the current semester. If the student fails to bring about adequate accomplishment of identified behaviors, the entire nursing faculty will be apprised and recommendation will come from this body.

A student receiving a grade of "D" in a nursing course may enroll the following time the course is offered to repeat the course. The student must pass the course before being allowed to graduate.

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